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ABSTRACT

The 20th annual report describes federally-funded compensatory programs for educationally disadvantaged children (migrants, handicapped, neglected, and delinquent) provided in Ohio through Chapter I of the Education Consolidation and Improvement Act and presents statistics for fiscal 1985, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The report indicates that during the 1985 fiscal year 139,571 children in regular term activities were served at an average cost of $765 each ($4.25/day) by 3,569 teachers who were assisted by 830 aides. Salaries accounted for 95% of all expenditures. During the past 5 years, average gains for all grade levels have been above 7 normal curve equivalent units in reading and even higher in mathematics. A total of $322,251 provided inservice education for 3,766 staff members. Over 88,000 parents were involved in individual conferences, classroom visits, group meetings, home visits, and planning sessions. Parent advisory council membership declined on the district level, but 2,119 school level advisory council meetings were held in 1985. Migrant programs emphasized development of English language skills. Instructional services for the handicapped included language development, prevocational training, infant stimulation, and speech/hearing therapy. Chapter I provided funds for 1,054 delinquent youngsters in 7 schools. (NEC)

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Chapter One in Ohio

Education Consolidation and Improvement Act

20th Annual Evaluation Report

Fiscal 1985

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Chapter One in Ohio

Education Consolidation and Improvement Act 20th Annual Evaluation Report

Fiscal 1985

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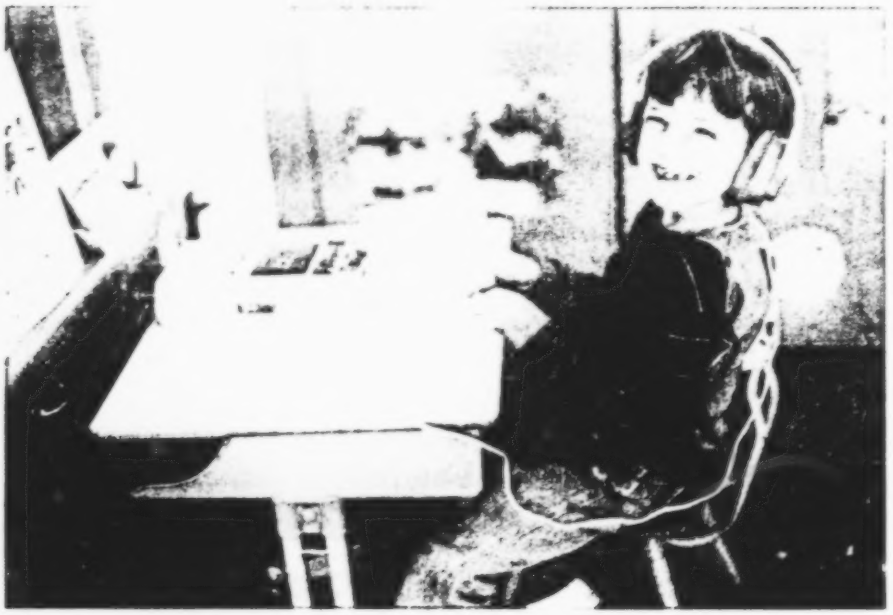

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Chapter One Helps Children

This 20th annual report provides a summary of recent activities provided in Ohio through Chapter 1 of the Education Consolidation and Improvement Act and its predecessor, Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1985 (the 1984-85 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Chapter 1 authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Chapter 1 are funded on the premise that areas with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for such students.

Special provisions of Chapter 1 recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Chapter 1 also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 explain the basic Chapter 1 services provided by Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Chapter 1 services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

Chapter 1 in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education. A description of the state's leadership role is on page 28.

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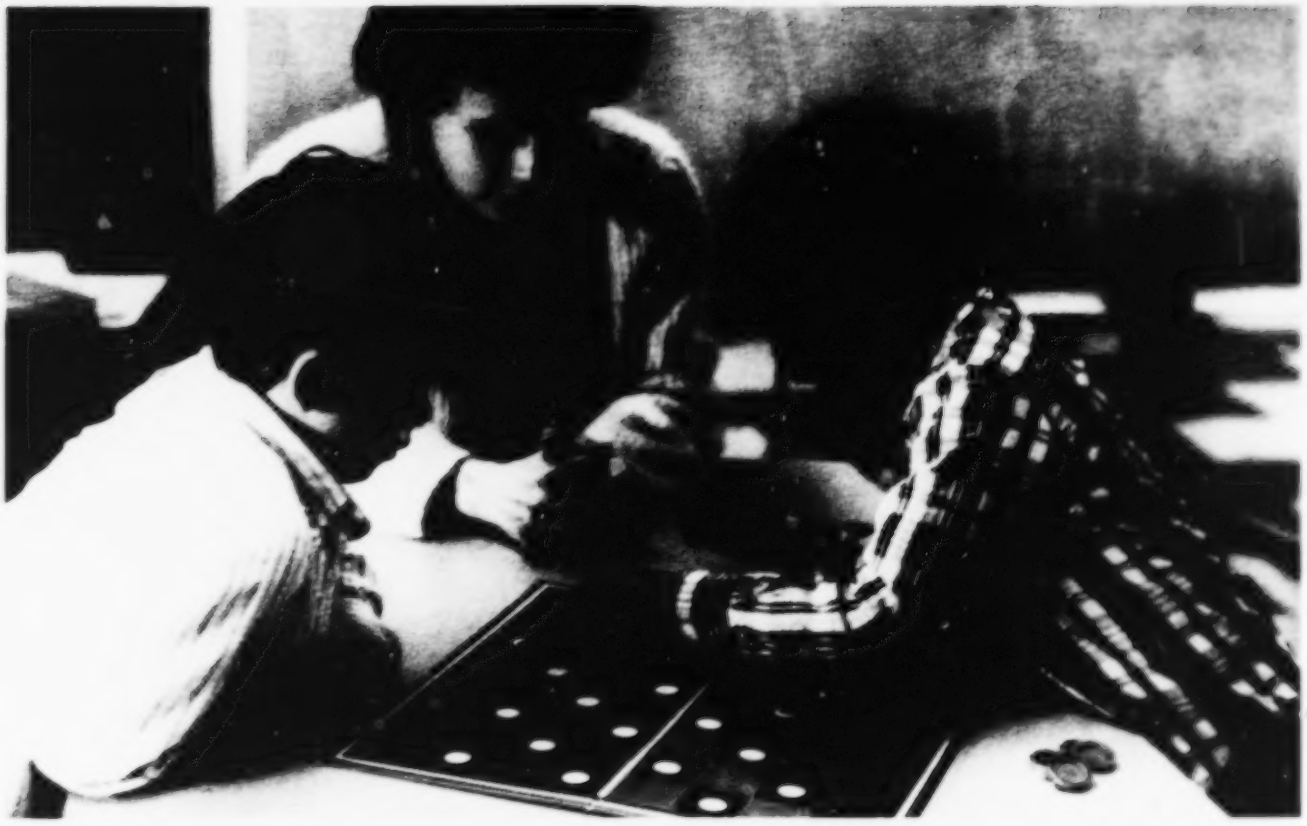

Basic Programs

Nearly all school districts in Ohio qualify for Chapter 1 funds and, except for a few with small allocations, most participate. In fiscal 1985, a total of 613 of 616 districts operated Chapter 1 programs.

Fiscal Year	Grant Award
1981	$ 83,244,360
1982	80,281,200
1983	82,548,584
1984	94,241,680
1985	103,812,686

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are

- From low-income families, based on census data.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to school districts for basic programs for the last five years total over $444,000,000. Note that the grant award increased about 10 percent from fiscal 1984 to fiscal 1985; enough with carryover funds to serve about five percent more students.

Fiscal Year	Districts Participating	Percent of All Districts
1981	602	98%
1982	603	98
1983	606	99
1984	612	99
1985	613	99

Chapter 1 is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes which occur during the school year.

All basic program statistics which follow relate to actual expenditures rather than grant awards.

Five-Year Trends: Chapter 1/Title I Expenditures

Fiscal Year	Current Funds	Carryover Funds	Total Expenditures
1981	$77,255,662	$15,224,388	$92,480,050
1982	73,309,416	9,901,159	83,210,575
1983	73,692,423	8,360,285	82,052,708
1984	83,458,360	13,319,689	96,778,049
1985	92,878,023	14,082,352	106,960,375

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Student Participation

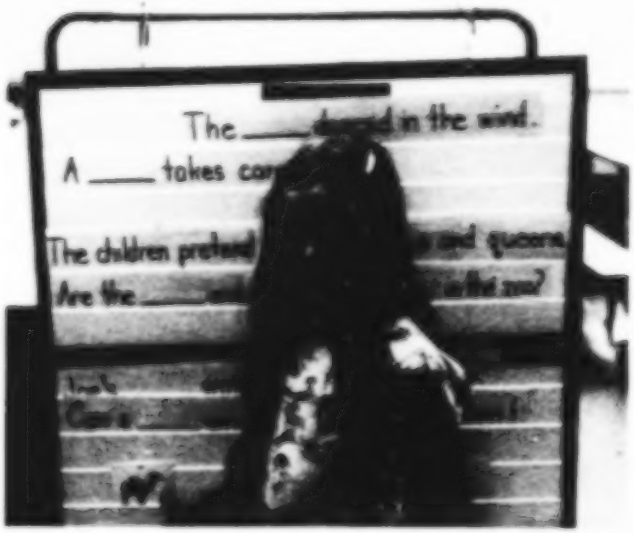
Most Chapter 1 activities in Ohio are conducted during the regular term, and over half are directed toward serving children in grades one through three. The 613 school districts providing Chapter 1 instruction during the regular term served 139,571 students. The 16 districts having summer term instruction served 1,278 students. Of these students, 786 participated both terms.

The grade level with the most participants was grade one with 32,661 students. Grade two ranked second with 25,997. Grades three and four followed with 20,510 and 16,907 respectively.

Very few school districts provide Chapter 1 services at the secondary level. On a combined basis, only 6 percent of all participants in fiscal 1985 were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1985 Chapter 1 Students

Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
Prekindergarten	3,315	2%			3,315	2%
Kindergarten	9,332	6	4		9,336	7
Grades 1-3	79,168	57	451	35%	79,265	56
Grades 4-6	40,068	29	348	27	40,117	29
Grades 7-9	6,683	5	329	26	6,919	5
Grades 10-12	1,005	1	146	12	1,111	1
Totals	**139,571**	**100%**	**1,278**	**100%**	**140,063**	**100%**



On the average, nearly 133,000 children were in Chapter 1 or Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 33 or more weeks. Summer term students typically study under teacher guidance for about an hour a day for six to nine weeks.

Note that 99 percent of the students are served during the regular term only, rather than during both terms or the summer only.

Five-Year Trends: Chapter 1/Title I Students

Fiscal Year	Regular Term Only	Summer Term Only	Both Terms	Total
1981	143,075	873	681	144,629
1982	125,986	552	388	126,926
1983	119,211	395	429	120,035
1984	131,637	411	745	132,793
1985	138,785	492	786	140,063

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Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Chapter 1 programs and are provided with appropriate services. In fiscal 1985, a total of 5,926 private school students received Chapter 1 instruction.

1985 Private School Students		
Grade Ranges	**Participants**	**Percent**
Prekind.-grade 3	3,679	62%
Grades 4-6	1,825	31
Grades 7-12	422	7
Totals	**5,926**	**100%**

During each of the past five years, an average of over 6,000 private school students participated.

Five-Year Trends: Private School Students				
Fiscal Year	**Participants**	**Grade Ranges**		
		Prekind.-3	**Grades 4-6**	**Grades 7-12**
1981	6,866	52%	35%	13%
1982	6,163	54	35	11
1983	5,517	59	33	8
1984	5,832	39	45	16
1985	5,926	62	31	7

Local school districts receive extra Chapter 1 funds to help students who reside in homes for neglected or delinquent children. In fiscal 1985, a total of 3,172 such students were served. Of these, 138 participated both terms.

1985 Neglected or Delinquent Students				
Grade Ranges	**Regular Term**		**Summer Term**	
	Participants	**Percent**	**Participants**	**Percent**
Prekind.-grade 6	496	18%	116	20%
Grades 7-9	1,400	51	303	54
Grades 10-12	849	31	146	26
Totals	**2,745**	**100%**	**565**	**100%**

During the past five years, about 88 percent of all neglected and deliquent students receiving Chapter I instruction were served during the regular term. About 9 percent received extra help both terms.

Five-Year Trends: Neglected or Delinquent Students			
Fiscal Year	**Regular Term**	**Summer Term**	**Either or Both Terms**
1981	2,024	583	2,396
1982	2,346	545	2,615
1983	2,629	669	2,964
1984	2,732	596	3,060
1985	2,745	565	3,172

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Instructional Areas

Instruction in reading is almost always identified as the most crucial area of need. First priority for participation is given to children most in need of additional help. In fiscal 1985, participants were students who scored at or below the 36th percentile on a standardized achievement test. A total of 124,540 students received reading services in the regular term and 920 in the summer term.

The usual procedure is for groups of about five students to leave their regular classroom for 30 to 35 minutes a day and meet with a Chapter 1 teacher in a separate room. Instruction is geared to a level where each child can be successful.

Math instruction, the second-ranked area of need, is usually conducted in a small group setting similar to that for reading. A total of 17,185 students participated during the regular 1984-85 school year and 641 in the summer.

In a few instances, the district determines a need for prekindergarten for children under five. As noted, 3,286 youngsters were involved during the 1984-85 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Eighty-nine percent of the 139,571 regular term participants received reading instruction. During the summer term, 72 percent of the 1,278 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 12 percent were involved in the regular term while 50 percent received mathematics instruction in the summer.

Through the years, the extra instruction provided by Chapter 1 and Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

1985 Chapter 1 Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 139,571 Participants	Participants in Area	Percent of All 1,278 Participants
Reading	124,540	89%	920	72%
Mathematics	17,185	12	641	50
Prekindergarten	3,286	2		
Tutorial*	1,799	1	210	16

*In subject areas other than reading and math, mostly for neglected and delinquent youth.

Five-Year Trends: Participation by Instructional Areas										
Instructional Areas	Percent of All Regular Term Participants					Percent of All Summer Term Participants				
	1981	1982	1983	1984	1985	1981	1982	1983	1984	1985
Reading	88%	88%	89%	90%	89%	73%	77%	76%	77%	72%
Mathematics	11	9	9	12	12	48	60	65	48	50
Prekindergarten	3	3	2	2	2					
Other*	1	1	1	1	1	8	19	7	15	16

*Mostly tutorial services for neglected and delinquent children residing in institutions.

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Impact of Reading Instruction

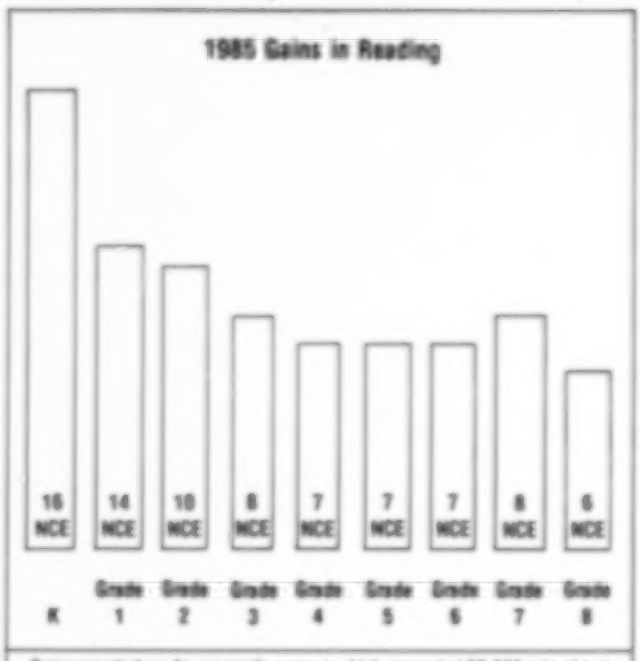
To evaluate the effectiveness and impact of Chapter 1 reading instruction, each local school uses standardized tests to check students' skills in the fall and again in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting measures academic gains which can be attributed to extra instruction provided by Chapter 1. To interpret the data, the reader should understand the following:

- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class—that is, make no NCE gains.
- With the extra Chapter 1 instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph at the right indicates, kindergartners and first graders in 1985 doubled this rate. Second graders were three points above the significant level.

The gains made by children in kindergarten through grade two are especially meaningful since 48 percent of all participants were enrolled at these levels. Average gain for all students receiving Chapter 1 reading instruction was 11 NCEs.

This extra instruction annually helps over 100,000 youngsters in Ohio improve their basic reading skills. Stated another way, about nine of ten participants make gains in reading.



Gains reported are for a sampling group which generated 29,850 sets of test scores for children in kindergarten through grade eight who participated during the regular term and for whom pretest and posttest scores were available. The sample size was not considered large enough to render significant data at the prekindergarten level or above grade eight.

During the past five years, average gains for all grade levels combined have consistently been above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting participation to children who scored at or below the 33rd percentile on a standardized test in 1982 and earlier and at or below the 36th percentile since 1983.

Five-Year Trends: Gains in Reading

Fiscal Year	Average NCE Gain by Grade Level									Average for Project
	K	1	2	3	4	5	6	7	8	
1981	15	13	12	10	8	8	7	3	2	10
1982	20	14	10	8	7	8	8	7	6	12
1983	18	18	13	10	7	7	7	5	7	13
1984	16	16	10	10	8	7	7	7	7	11
1985	16	14	10	8	7	7	7	8	6	11

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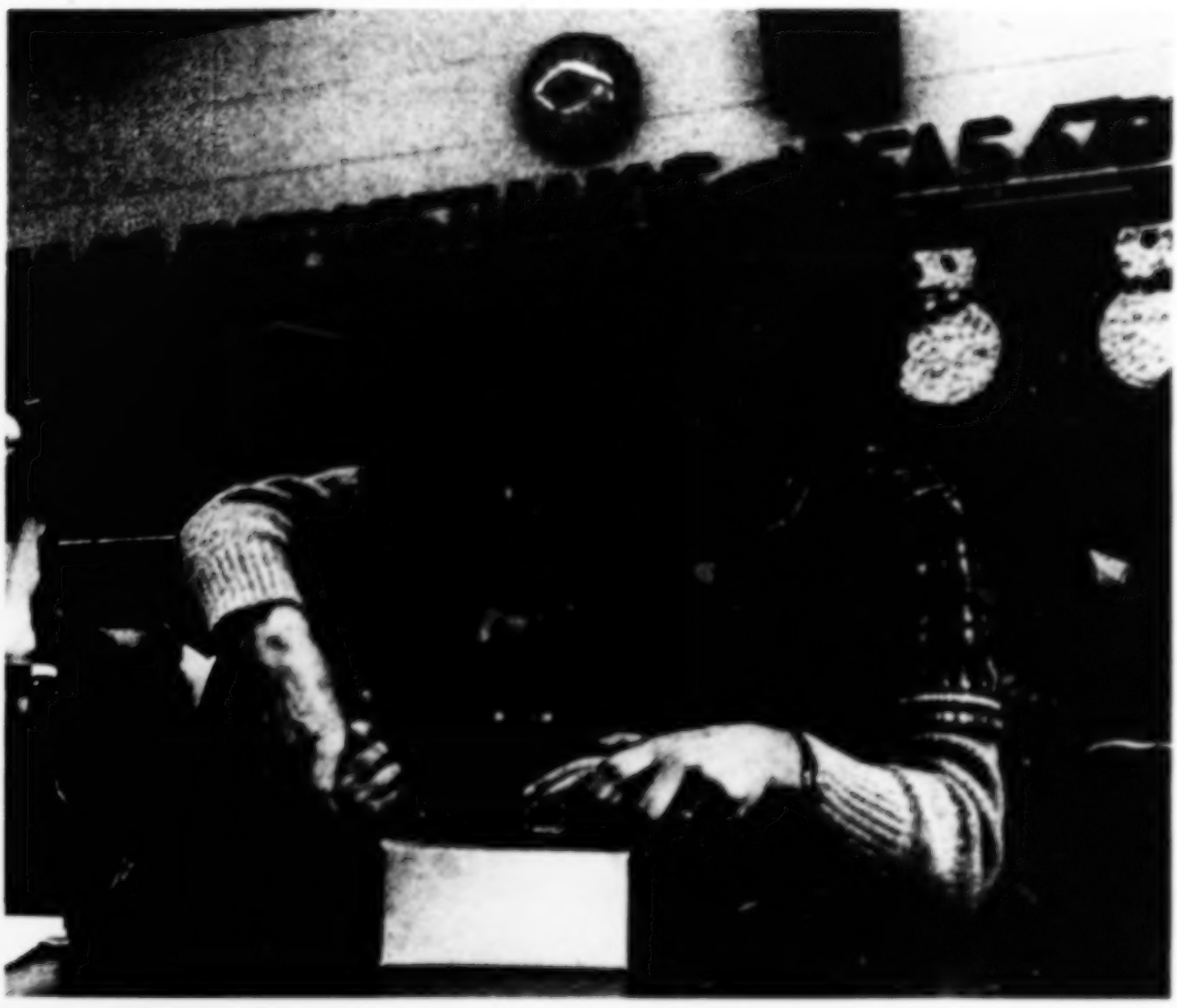

Special Programs for Handicapped Children

Another of the three special sections of Chapter 1 provides supplementary funds to meet important educational needs of handicapped children in state-operated and state-supported schools. In Ohio, during each of the past five years, an average of 4,950 children have been helped through this source of federal aid to education.

Grant awards are based on annual child count data and reflect declining enrollments in state-operated schools. Funding levels during the past five years have been sufficient for school officials to provide concentrated services for the children selected for Chapter 1 participation.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Awards
1981	99	5,885	$6,993,862
1982	104	4,766	7,019,155
1983	109	5,128	6,825,058
1984	112	4,310	5,503,181
1985	107	4,663	4,938,307

In fiscal 1985, the Ohio Department of Mental Retardation and Developmental Disabilities provided Chapter 1 services to 4,038 youngsters. Participants were enrolled in two types of special-purpose schools:

- Eighty-six schools for mentally retarded and developmentally disabled children. (These schools are operated by county boards of mental retardation and developmental disabilities under the auspices of the state agency.)
- Eight schools for mentally retarded and developmentally disabled children residing in state developmental centers.

The Ohio Department of Mental Health provided Chapter 1 services in 11 schools within psychiatric hospitals. A total of 349 emotionally disturbed students benefited.

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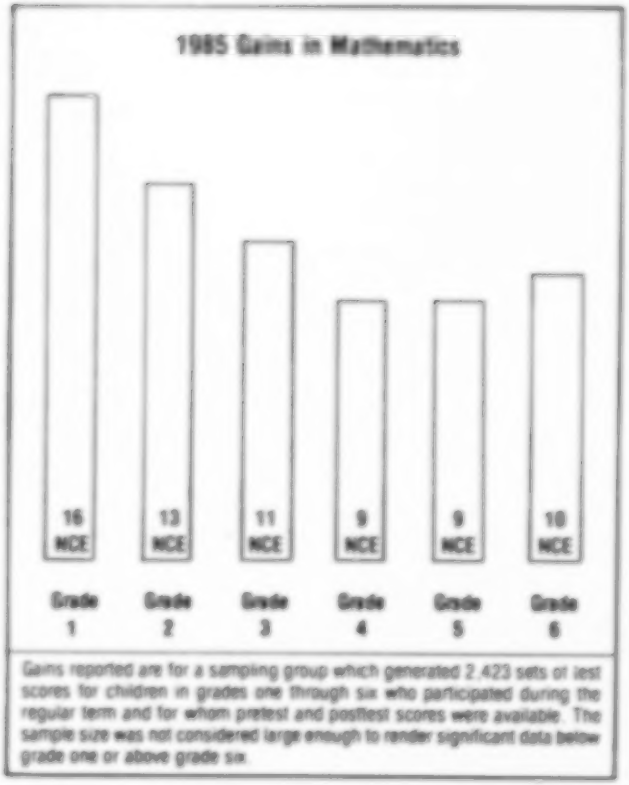
Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Chapter 1 mathematics instruction. The system for reporting is the same as that used for reading.

As 1985 gains in mathematics are studied, keep in mind that there were only 17,185 regular term participants in this area compared with 124,540 in reading.

Note that the average NCE gain of first graders was more than double the number (7) considered significant. The average gain for all students receiving Chapter 1 mathematics instruction was 11 NCEs.



Gains reported are for a sampling group which generated 2,423 sets of test scores for children in grades one through six who participated during the regular term and for whom pretest and posttest scores were available. The sample size was not considered large enough to render significant data below grade one or above grade six.

During the past five years, about one of every ten participants received extra math instruction. Gains tend to run higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

Five-Year Trends: Gains in Mathematics

Fiscal Year	Average NCE Gain by Grade Level						Average for Project
	1	2	3	4	5	6	
1981	24	19	15	6	11	7	10
1982	14	16	8	6	7	7	9
1983	24	20	21	16	13	13	17
1984	24	20	15	10	9	7	11
1985	16	13	11	9	9	10	11

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Expenditure Patterns

People trying to understand the size and scope of Chapter 1 want to know when and how the money is spent.

In Ohio, nearly all expenditures are made during the regular school year. Only two-tenths of one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable percentage increases in mathematics and in tutorial services, primarily for neglected and delinquent children who reside in institutions.

1985 Chapter 1 Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$ 90,168,283	84%	$117,585	55%	$ 90,285,868	84%
Mathematics	11,413,677	11	75,924	35	11,489,601	11
Prekindergarten	3,178,818	3			3,178,818	3
Tutorial services	938,965	1	21,821	10	960,786	1
Noninstructional services	1,045,302	1			1,045,302	1
Totals	**$106,745,045**	**100%**	**$215,330**	**100%**	**$106,960,375**	**100%**

The trend in Ohio, not only for the last five years but for the previous fifteen, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of math skills. The only other area with significant expenditures is prekindergarten.

Five-Year Trends: Expenditures by Instructional Areas					
Instructional Areas	1981	1982	1983	1984	1985
Reading	83%	85%	86%	85%	84%
Mathematics	10	10	9	10	11
Prekindergarten	5	4	4	3	3
Other*	2	1	1	2	2

*Tutoring for neglected and delinquent students and noninstructional services

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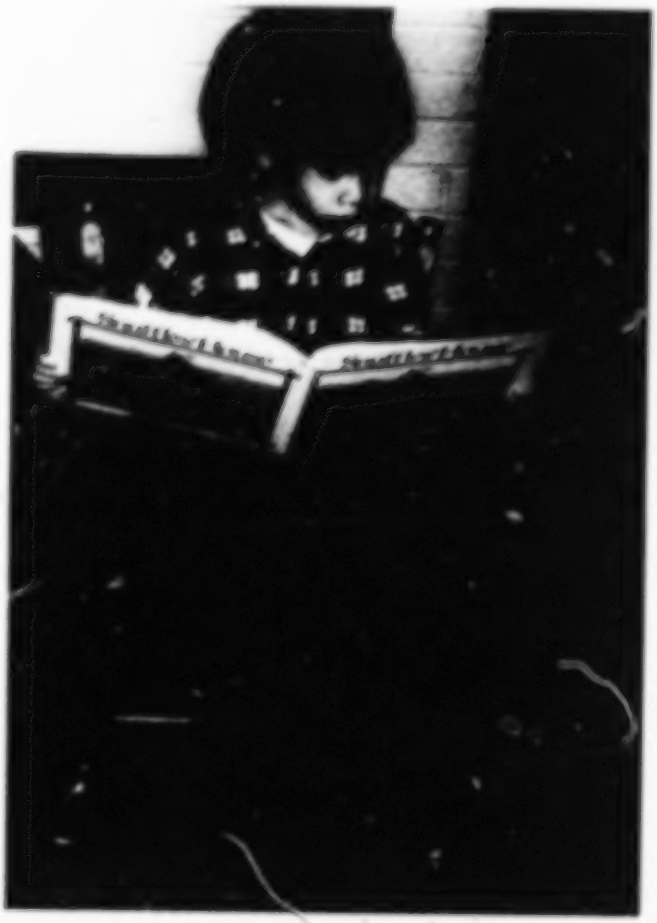
1985 Chapter 1 Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and fringe benefits	$101,380,557	95%	$193,814	90%	$101,574,371	95%
Instructional materials, supplies, and equipment	3,171,006	3	16,756	8	3,187,762	3
Supportive services	2,193,482	2	4,760	2	2,198,242	2
Totals	**$106,745,045**	**100%**	**$215,330**	**100%**	**$106,960,375**	**100%**

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers and aides who work directly with children. In contrast, less than one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas					
Function Areas	1981	1982	1983	1984	1985
Salaries and fringe benefits	93%	95%	95%	95%	95%
Instructional materials, supplies, and equipment	3	2	3	3	3
Supportive services	4	3	2	2	2



Another way to look at Chapter 1 expenditures is by average cost per student receiving extra instruction. In fiscal 1985, the 139,571 children in regular term activities were served at an average cost of $765 each or about $4.25 a day. In a typical seven-week summer session, the average cost for each of 1,278 students was $168 or about $4.80 a day.

Average Participant Expenditures		
Fiscal Year	Regular Term	Summer Term
1981	$642	$116
1982	657	128
1983	685	150
1984	729	199
1985	765	168

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Staff Positions

Ninety-five percent of all Chapter 1 expenditures in 1985 were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,569 teachers, some of whom worked as tutors, were employed during the regular term and 82 worked during the summer.

Chapter 1 teachers are sometimes assisted by aides. In 1985, a total of 830 aides assisted Chapter 1 teachers during the regular term. In the summer, 15 aides were employed.

During the regular term, 94 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, 90 percent of the positions were filled by teachers, tutors, and aides.

1985 Chapter 1 Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers/tutors	2,736	833	3,140	70	12	74
Teacher aides	640	190	736	15		15
Coordinators, supervisors, directors	43	307	110	3	2	4
Secretaries	30	175	71	1		1
Other supportive	31	204	52	5	1	5
Totals	**3,480**	**1,709**	**4,109**	**94**	**15**	**99**

The overall effectiveness of Chapter 1 depends on concentrated, direct instruction of children. Between 1981 and 1985, the average regular term teacher met with 42 to 44 children per day with five or six per class. During the summer, when morning only sessions are typical, the average teacher met with 12 to 19 children per day with seven to nine per class.

Five-Year Trends: Chapter 1/Title I Staff Positions

Staff Positions	Regular Term					Summer Term				
	1981	1982	1983	1984	1985	1981	1982	1983	1984	1985
Teachers/tutors (full-time equivalent)	3,382	3,016	2,708	3,004	3,140	125	58	43	79	74
Participants	143,756	126,374	119,640	132,382	139,571	1,554	940	824	1,156	1,278
Average pupil-teacher per day ratio	43-1	42-1	44-1	44-1	44-1	12-1	16-1	19-1	15-1	17-1
Average pupil-teacher class size ratio (reading and math)	5-1	6-1	5-1	5-1	5-1	8-1	9-1	7-1	8-1	8-1

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Inservice Education

The teachers, aides, and others who are responsible for helping Chapter 1 participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Chapter 1 teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Chapter 1 activity.

In 1985 a total of $322,251 was used to provide inservice education for 3,766 of the persons who held Chapter 1 staff positions. An additional 1,402 other staff members who worked with Chapter 1 participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1985 Inservice Participants	Chapter 1 Staff	Other Staff
Teachers	2,753	596
Teacher aides	696	121
School administrators	207	236
Curriculum specialists	25	27
Others	85	422
Totals	**3,766**	**1,402**

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Parent Involvement

The major goal of all parent involvement related to Chapter 1 is improved student achievement. As would be expected, types of involvement are varied. A very important type, parent advisory council membership, is discussed separately on the following page.

Parents of all Chapter 1 participants are also encouraged to meet with Chapter 1 teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

1985 Types of Involvement	Parents*
Individual conferences with Chapter 1 staff members	98,632
Classroom visits by parents	29,784
Group meetings (in addition to council meetings)	29,194
Home visits by Chapter 1 staff members	8,832
Planning (in addition to council members)	6,642

*An estimated total of 88,277 parents of Chapter 1 students were involved one or more times in the listed activities.

Many parents visit their child's Chapter 1 class; help make instructional games for use at school or at home; attend meetings with guest speakers; or help out as volunteer tutors, storytellers, or monitors.

Teachers in some districts visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

In fiscal 1985, over 88,000 parents of Chapter 1 students were involved in one or more of the types of activities described on this page and the next. By comparison, about 81,000 parents were involved in 1984 and less than 69,000 in 1983.

Five-Year Trends: Types of Parent Involvement					
Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings	Home Visits	Planning*
1981	91,239	33,739	24,900	14,715	7,126
1982	87,963	29,394	21,165	9,840	6,100
1983	80,702	25,804	20,722	8,313	5,310
1984	93,357	43,541	25,461	9,568	5,716
1985	98,632	29,784	29,194	8,832	6,642

*In addition to council meetings

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Parent Advisory Councils

Chapter 1 regulations require school districts to convene an annual public meeting for the purpose of explaining activities and programs to the parents of eligible children. Districts may provide reasonable support for additional parent activities.

Chapter 1 legislation dropped the restrictive requirements of its predecessor, Title I, for formal school and district councils. However, many districts in Ohio continued school councils as locally designed organizations. District councils were kept in many districts, but without rigid requirements. Thus, members and school administrators were able to modify their procedures to suit local needs better.

Involvement of parents in an advisory role significantly increased the effectiveness of Chapter 1. Typical activities of school council members included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers.

At the district level, council members were likely to discuss and recommend ways to improve the district's Chapter 1 activities as they relate to the needs of children, help arrange one or more districtwide or countywide meetings for parents of all Chapter 1 participants, or assist with exchanges of information through newsletters or tours of Chapter 1 classrooms.

1985 Council Membership	School Councils	District Councils
Parents of public school participants	14,760	3,353
Parents of private school participants	1,065	185
Parents of eligible but unserved children	340	125
Community representatives, other interested persons	420	319
Totals	**16,585**	**3,982**

During fiscal 1985, a total of 2,119 advisory council meetings were held at the school level. Another 738 meetings were held at the district level, where membership totals 3,982. In addition to local school and district meetings, council members were encouraged to organize and attend county or multidistrict meetings.

As expected, in the absence of a mandate, membership on district advisory councils is declining. Although the number of persons who officially serve as district council members is less, the total number of parents involved in Chapter 1 activities was higher in fiscal 1985 than in the previous two years. (See the preceding page for details.)

Reasons for the increase include dedicated efforts by Chapter 1 teachers and school principals to reach parents and convince them of the importance of parent involvement in relation to children's academic achievements.

Five-Year Trends: Council Membership		
Fiscal Year	School Councils	District Councils
1981	26,177	8,172
1982	26,238	7,528
1983	30,118	4,469
1984	10,799	4,004
1985	16,585	3,982

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Chapter 1 Basic Programs:

Chapter 1 helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped each year.

The following list provides supportive evidence and a summary of Chapter 1 operations during fiscal 1985 (the 1984-85 school year and the summer which followed).

- Of Ohio's 616 school districts, 613 or 99 percent conducted Chapter 1 programs.
- Local school districts spent a total of $106,960,375 in Chapter 1 funds, plus $11,584,148 in other funds, to provide this extra instruction for 140,063 educationally disadvantaged children.
- Most Chapter 1 activities were in the regular school term, during which over 99 percent of the participants received instruction and nearly all expenditures were made.
- Ninety-four percent of the students receiving Chapter 1 instruction were in grade six or below. The greatest concentration of pupils, 56 percent, was in grades one through three.
- Highest priority for Chapter 1 services is given to reading. Over 89 percent of all regular term participants and 72 percent of all summer term participants received instruction in this area.
- Chapter 1 participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 11 NCEs (the normal curve equivalent unit of measure especially designed to measure Chapter 1 progress). Students receiving mathematics instruction also gained an average of 11 NCEs. (A gain of 7 or above is considered significant.)
- Eighty-four percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and prekindergarten, with 11 and 3 percent respectively.
- Ninety-five percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 3,140 teachers or certified tutors, on a full-time equivalent basis, to instruct Chapter 1 participants during the regular term. During the summer term, districts hired 74 teachers or tutors on a full-time equivalent basis.
- Parent advisory councils, even though they were no longer required by law, were an integral part of Chapter 1. A total of 3,982 people served on district councils and 16,585 were on building councils.

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Summary of Successes

Several reasons for the success of Chapter 1 and its predecessor Title I are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of basic reading and math skills.
- Coordination with classroom instruction.
- Reliance on school principals as instructional leaders.
- Support by local boards of education with additional funds for Chapter 1/Title I purposes.
- Meaningful involvement of parents in advisory roles.

This program is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. The following courses of action by school administrators are recommended:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Chapter 1 instructional activities.
- Urge teachers to continue developing personalized instructional plans for each child in a Chapter 1 class.
- Seek ways to motivate more children to improve their reading skills.
- Continue to involve parents in meaningful advisory roles.
- Convince legislators and the public through effective publications, audiovisual presentations, and speaking engagements that Chapter 1 helps children.

Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that

- Chapter 1 helps thousands of children annually to improve their reading and math skills and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- Local public school districts and states cannot solve educational problems alone. *Federal aid for areas of special need is essential.*

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Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are currently funded through special provisions in Chapter 1 of the Education Consolidation and Improvement Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, register the children and have information about them sent to the national Migrant Student Record Transfer System, and tell parents about the educational services provided through Chapter 1.

The table below reports the grant awards for the past five years.

Fiscal Year	Grant Award
1981	$1,712,154
1982	1,712,154
1983	1,455,331
1984	1,338,887
1985	1,492,449

Three crops (pickles, tomatoes, and sugar beets) and truck farming attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

The number of students who enroll each year fluctuates with labor demands and weather conditions.

Districts and Chapter 1/Title I Participants		
Fiscal Year	Districts	Participants
1981	26	2,860
1982	26	3,240
1983	27	3,190
1984	27	2,944
1985	24	3,268

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Seasonal enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year					
Seasons	1981	1982	1983	1984	1985
Spring	128	78	119	118	95
Summer	1,905	2,017	2,059	1,972	1,992
Fall	1,429	1,257	1,785	1,550	1,129
Year-round	117	98	73	76	96

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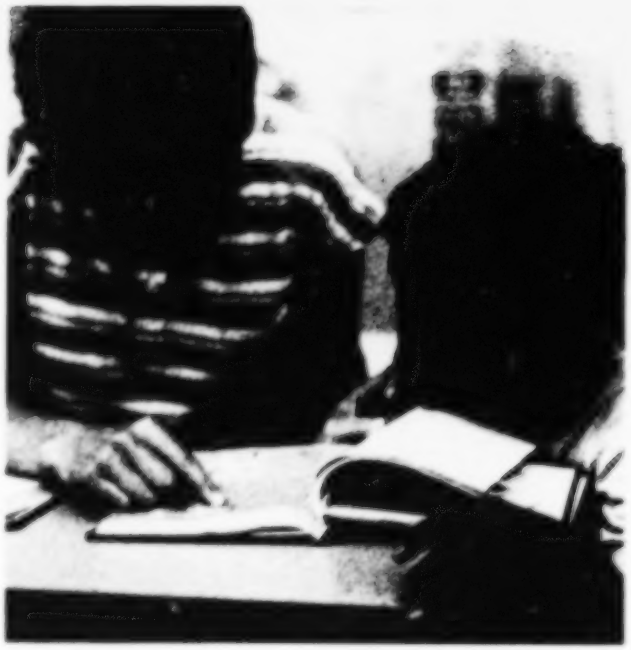
Over 60 percent of the migrant youngsters receiving Chapter 1 instruction are usually enrolled in grades one through six. About 20 percent are typically in kindergarten, preschool, or summer day-care. The remainder are in grades seven through twelve.

Chapter 1/Title I Enrollment by Grade Ranges

Fiscal Year	Prekind.-K	1-3	4-6	7-12
1981	19%	35%	27%	19%
1982	23	34	24	19
1983	20	34	30	16
1984	22	33	28	17
1985	22	30	26	22

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children are predominately Spanish speaking. Improvement of reading and math skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the summer.

At the secondary level during the spring and fall, migrant students have the same course choices as local students. Chapter 1 migrant funds are used primarily to provide teachers for tutoring, as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.



About 84 percent of the funds for migrant education are typically used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive services are necessary. During the summer months, pupil transportation and food services must be provided. Other supportive services include student recruitment and transmission of health and educational information to the Migrant Student Record Transfer System.

Expenditures by Function Areas

Function Areas	1981	1982	1983	1984	1985
Salaries, fringe benefits	83%	83%	84%	85%	86%
Instructional materials, supplies, equipment	2	3	3	3	1
Other services	15	14	13	12	13

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The following numbers of instructional, administrative and supportive staff were employed on a full-time equivalent basis.

Staff Positions (Full-Time Equivalent*)	Regular Term	Summer Term
Teachers	51	86
Teacher aides	32	84
Directors, coordinators	11	13
Transfer record clerks	12	11
Recruiters	12	10
Transportation personnel	4	23
Food service workers	7	19
Custodians	4	15

*For number of weeks respective programs were in operation.

Parent involvement is required by law. Types of involvement include school and class visits, conferences with teachers, parent advisory council membership, and assistance with recruitment of students.

Parent Involvement				
Types of Involvement	Fall 1984	Year-Round 1984-85	Spring 1985	Summer 1985
School/class visits	96	60	16	302
Individual conferences	264	12	20	152
Advisory council membership	103	73	14	153
Recruitment assistance	67	15	24	105

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Chapter 1 for Migrant Children: Summary of Successes

Fiscal 1985 highlights and successes of migrant education in Ohio include the following:

- About 90 percent of the 3,268 participants were interstate travelers, most with homebase addresses in Texas or Florida. The parents of about 10 percent were former migrants who have permanently settled in Ohio within the last five years. Less than one percent were from families who traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, districts operated special migrant schools.
- In the spring and fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for supplemental instruction which was tutorial in nature.
- Eight districts enrolling over 125 migrant students during the summer were Elmwood, Findlay, Fremont, Genoa, Lakota, Old Fort, Pike-Delta-York, and Woodmore. Five districts—Eastwood, Fremont, Napoleon, Old Fort, and Woodmore—served 100 or more students in the fall.
- Four districts enrolling over 200 high school and junior high students in evening classes were Genoa, Lakota, Marlington, and Vanguard.
- Two districts, Fremont and Toledo, provided year-round programs for 96 students.
- Each of 52 high school students earned one-half unit of credit or more which was transferred to a high school in Texas or Florida, or wherever the student plans to graduate. Information about the number of hours of instruction was transferred for 152 high school students.
- Ohio and Texas educators are continuing their efforts to coordinate the instruction and services available to both high school and junior high students.
- The state's migrant education center at Fremont provided consultant services, developed instructional and recruitment materials, and distributed media resources. A new item for the year was an oral language and math diagnostic test.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks and recruiters. The most comprehensive inservice effort was a one-week English-as-a-second-language workshop for teachers.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.
- Kathleen Hahn, fall migrant teacher for the Eastwood Local Schools, received one of 20 mastery awards which were bestowed through the Migrant Student Record Transfer System.

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The Ohio Department of Education operates two residential schools for handicapped children—the Ohio State School for the Blind and the Ohio School for the Deaf. In fiscal 1985, these schools provided Chapter 1 services to a total of 276 students.

Eighty-five percent of the handicapped children in Ohio who received Chapter 1 services were enrolled in county-operated schools. The others attended school on the premises of the state facility where they permanently or temporarily lived.

Special Chapter 1 funds for handicapped children are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs frequently leads to a provision of services for children who are under or above the traditional school ages of six through seventeen. Information about age ranges has not been reported consistently in the last five years, but the data indicate that over half the children served are age 12 or under.

Chapter 1/Title I Participants by Type of School

Type of School	1981	1982	1983	1984	1985
County Boards of Mental Retardation and Developmental Disabilities	5,072	4,103	4,336	3,622	3,955
Mental Retardation and Developmental Disabilities Centers	269	144	133	73	83
Mental Health Hospitals and Centers	236	272	369	333	349
Ohio School for the Deaf	187	175	174	166	163
Ohio State School for the Blind	121	72	116	116	113
Totals	**5,885**	**4,766**	**5,128**	**4,310**	**4,663**

Ninety-eight percent of all funds made available in fiscal 1985 through state agency provisions of Chapter 1 for handicapped children were used for instructional salaries, fringe benefits, or contracted personal services.

Expenditures by Function Areas

Salaries, fringe benefits, contracted personal services	98%	98%	98%	97%	98%
Instructional materials, supplies, equipment, supportive services	1	1	1	2	1
Administration	1	1	1	1	1

Chapter 1/Title I Participants by Age Ranges

Fiscal Year			
1981	27% Age 5 or under	56% Ages 6-17	17% Ages 18-21
1982	29% Age 5 or under	28% Ages 6-12	43% Ages 13-21
1983	29% Age 5 or under	26% Ages 6-12	45% Ages 13-21
1984	29% Age 5 or under	23% Ages 6-12	48% Ages 13-21
1985	31% Age 5 or under	23% Ages 6-12	46% Ages 13-21

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Instructional activities and services for handicapped children are quite diversified. The types of teachers, specialists, and aides employed and the numbers of children they serve indicate instructional priorities.

Staff and Children by Instructional Areas

Instructional Areas (Rank Orders by Numbers of Children Served)	Chapter 1 Staff (Full-Time Equivalent)		Children Served			
	Teachers/ Specialists	Aides	Ages 0-5	Ages 6-12	Ages 13-21	Totals
Language development	34	7	351	275	294	920
Multihandicapped	40	76	96	174	270	540
Prevocational training	14	16		31	607	633
Preschool/early childhood	19	29	389	20		409
Infant stimulation	19	11	388			388
Speech/hearing therapy	3		87	148	141	376
Developmental	31	48	53	165	150	368
Occupational therapy	6	2	144	77	71	292
Physical development	3	1	79	66	101	246
Physical therapy	5	3	164	48	34	246
Supportive home services	6		140	20	21	181
Behavior management	7	9	10	56	73	139
Reading skills	1			17	36	53
Math skills	1			19	8	27

A way to look at the trend in program priorities is by the percent of all Chapter 1 participants served in each instructional area. Declines in percentages tend to reflect the availability of other funding sources.

Four-Year Trends: Program Priorities by Percent of Children Served

Instructional Areas	1982	1983	1984	1985
Language development	18%	21%	19%	20%
Multihandicapped	11	10	12	12
Prevocational training	15	7	11	14
Preschool/early childhood	13	10	8	9
Infant stimulation	4	6	7	8
Speech/hearing therapy	9	6	6	8
Developmental	8	9	8	5
Occupational therapy	17	14	8	6
Physical development	15	14	11	5
Physical therapy	12	8	7	5
Supportive home services	3	2	3	4
Behavior management	2	3	5	3
Reading skills	4	2	2	1
Math skills	3	1	2	1
Children served in one or more areas	4,766	5,128	4,310	4,663

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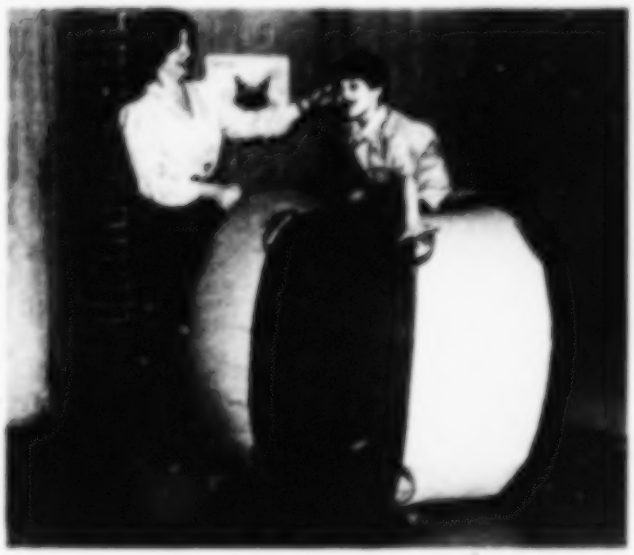
Another way to look at the impact of Chapter 1 funding on handicapped children is through the services provided within each of the types of schools.

The schools operated by county boards served the most children and, as would be expected, their Chapter 1 services were the most diversified. Developmental, multihandicapped, and preschool classes were typical priorities in fiscal 1985.

State institutions for the mentally retarded and developmentally disabled frequently used Chapter 1 funds to employ additional teacher aides for developmental classes and prevocational activities.

At the schools for hospitalized emotionally disturbed children, most Chapter 1 instruction was directed toward prevocational and career awareness orientation. Improvement of reading and math skills were secondary priorities.

Students at the Ohio School for the Deaf were provided occupational therapy services and extra classroom assistance through the employment of aides.



Chapter 1 at the Ohio State School for the Blind included mobility training and improvement of daily living skills.

Because of the severity of handicaps and diversity of Chapter 1 services, statistics compiled at the state level must be generalized. As the table below indicates, from 79 to 88 percent of the students in all age ranges successfully achieved over one-half of their short-term objectives in fiscal 1985.

1985 Student Progress With Short-Term Objectives

Degree of Improvement	Ages 0-5	Ages 6-12	Ages 13-21	Totals
Marked improvement (80-100% achieved)	51%	28%	32%	38%
Improvement (50-79% achieved)	37	51	51	46
Little or no improvement (49% or less achieved)	12	21	17	16

Four-year trends in student progress provide another indicator of the success of Chapter 1 services for the handicapped. Note that from 79-84 percent of all students achieved over one-half of their short-term objectives in each of the last four years.

Four-Year Trends: Student Progress With Short-Term Objectives

Degree of Improvement	1982	1983	1984	1985
Marked improvement (80-100% achieved)	38%	39%	40%	38%
Improvement (50-79% achieved)	43	40	42	46
Little or no improvement (49% or less achieved)	19	21	18	16

Chapter 1 for Handicapped: Summary of Successes

Students with severe handicaps are successfully achieving realistic short-term objectives. Teachers and other evaluators, using both subjective and objective criteria, report that fiscal 1985 Chapter 1 funds helped eight of every ten students reach over half of the objectives set for them.

Typical achievements were such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Chapter 1 funds are also used to provide workshops and other types of inservice training designed to increase teacher and parent effectiveness under very challenging circumstances. In fiscal 1985, for example, the Ohio Department of Mental Retardation and Developmental Disabilities conducted ten regional workshops on serving the multihandicapped and developing curricula for Chapter 1 classes.

In summary, severely handicapped children have a right to appropriate educational services, and Chapter 1 is one piece of legislation which addresses this need.

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Special Programs for Neglected and Delinquent Children

Separate provisions of Chapter 1 also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Chapter 1 programs.

During fiscal 1985, the Ohio Department of Youth Services used Chapter 1 funds to help 1,054 delinquent youngsters in seven schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included language development.

The Ohio Department of Rehabilitation and Correction provided supplemental reading and math instruction to 564 sixteen through twenty-year olds serving terms at Southeastern Ohio Training Center, Lebanon Correctional Institution, Mansfield Reformatory, and the Ohio Reformatory for Women at Marysville.

The Ohio Veterans' Children's Home in Xenia provided 177 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and language development.

During each of the last five years, over one million dollars has been used to provide supplemental instruction to an average of 1,728 neglected and delinquent children, nearly all of whom were wards of the state or the courts.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1981	13	1,340	$1,224,522
1982	13	1,873	1,226,168
1983	13	1,802	1,006,212
1984	14	1,833	1,527,485
1985	14	1,795	1,279,301

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Participation and Instructional Patterns

The number of participants served each year tends to vary in line with the number of children committed to agency care.

Chapter 1/Title I Participants by State Agency					
Agency	**1981**	**1982**	**1983**	**1984**	**1985**
Ohio Department of Youth Services	694	1,065	1,171	1,050	1,054
Ohio Department of Rehabilitation and Corrections	552	641	488	626	564
Ohio Veterans' Children's Home	94	167	143	157	177
Totals	**1,340**	**1,873**	**1,802**	**1,833**	**1,795**

As would be expected, most students served through this special Chapter 1 program are older than students in other Chapter 1 classes. The table below reflects the fact that one-third of them are beyond the typical age for high school enrollment.

1985 Participants		
Age Ranges	**Participants**	**Percent**
6-12	34	2%
13-17	1,158	65
18-20	603	33
Totals	**1,795**	**100%**

Though the age ranges are different, the top priority for instruction is consistently identified as improvement of basic reading or math skills. In some instances, students receive extra help in both areas.

Instructional Areas by Percent of All Participants		
Fiscal Year	**Reading**	**Mathematics**
1981	75%	66%
1982	72	66
1983	73	66
1984	69	50
1985	59	57

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Expenditure and Staffing Patterns

Historically, 93 percent or more of all expenditures go for instructional salaries, fringe benefits, and personal service contracts. Fiscal 1984 was a one-time exception enabling the Ohio Department of Youth Services to upgrade the instructional resources in its seven Chapter 1 centers. Also, the Ohio Department of Rehabilitation and Corrections started a new center at the Southeastern Ohio Training Center near Lancaster.

Expenditures by Function Areas

Function Areas	1981	1982	1983	1984	1985
Salaries, fringe benefits, personal service contracts	93%	94%	95%	83%	97%
Instructional materials, supplies, equipment, supportive services	5	2	1	11	2
Administration	2	4	4	6	1

Expenditures for salaries and related costs are used almost entirely to employ teachers and aides who work directly with students. Employment patterns for fiscal 1985 follow.

1985 Staff Positions	Full-Time Equivalent
Teachers/tutors	36
Teacher aides	10
Supervisors/directors	4
Other	1
Total	**51**

Expenditures can also be categorized by instructional areas. During each of the past five years, from 48 to 63 percent of all available funds were used to improve reading skills. Another 33 to 40 percent of the expenditures were for mathematics instruction.

Expenditures by Instructional Areas

Instructional Areas	1981	1982	1983	1984	1985
Reading	61%	55%	49%	48%	63%
Mathematics	35	40	35	34	33
Other*	4	5	16	18	4

*Includes tutorial services and language development.

Evaluation Procedures

To evaluate academic progress in reading and mathematics, standardized tests were used in the fall and again in the spring. Differences in test scores were reported in normal curve equivalent (NCE) units.

The NCE system of reporting has been used by local educational agencies since 1977 to measure academic gains which can be attributed to extra instruction provided by Chapter 1 and its predecessor, Title I. The same system was used for the first time in 1984 to measure the impact of Chapter 1 instruction on neglected and delinquent children who attend state agency schools.

To interpret the NCE gains reported on page 27, the reader needs to understand the following:

- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, students are expected to maintain their own position relative to other students in the class—that is, make no NCE gains.
- With extra Chapter 1 instruction, students are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant.

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Gains in Reading and Mathematics

A total of 1,064 neglected and delinquent students in state agency schools received Chapter 1 reading instruction in fiscal 1985. Because dates of enrollment are often dependent on court orders and paroles or releases, the 357 sets of reading test scores that were generated during the norming dates specified by test manufacturers were used as a sampling group. The average gain for this group was 7 NCEs.

The same system of testing and reporting is used for evaluating academic progress in mathematics. A total of 1,017 students were enrolled in Chapter 1 math classes, and 241 sets of test scores were generated for sample purposes. The average gain here was also 7 NCEs.

Chapter 1 for Neglected and Delinquent Children: Summary of Successes

Most neglected and delinquent youth who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Chapter 1 funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Chapter 1 in Ohio. Other highlights include

- **Instruction funded through Chapter 1 supplements instruction provided by the state to all students educated under similar circumstances. A total of 1,795 students in 14 schools participated in fiscal 1985.**
- **Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided. In fiscal 1985, a total of 1,064 Chapter 1 participants were enrolled in reading classes and 1,017 were in math classes.**
- **Evaluation data indicate that students receiving extra reading instruction for six months or more in fiscal 1985 gained an average of 7 NCEs (the normal curve equivalent unit used to measure Chapter 1 progress). Students receiving six months or more of mathematics instruction gained an average of 7 NCEs. To appreciate the significance of staying even with the gain of 7 that is considered significant, keep in mind that most of these students were convicted felons and had poor or failing grades in previous school settings.**
- **Chapter 1 funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.**

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State Leadership

All Chapter 1 funds are channeled through state departments of education. In Ohio, the Division of Federal Assistance administers Chapter 1 programs. One exception is that the Division of Special Education administers the component which provides funds to state agency schools for the handicapped.

A staff of 15 to 18 experienced school administrators and educational consultants provides technical assistance to local school districts and state agencies to ensure the delivery of concentrated and effective instructional services to children.

Major services provided by the Ohio Department of Education to local school districts and to state agency schools include

- Assistance in planning and developing project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, parent involvement, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports.

The principal means by which division staff members provide information about the various programs are office conferences; field services; meetings with local staff and parent advisory councils; state and regional workshops and meetings; and publications, audiovisual presentations, and speaking engagements.

During fiscal 1985, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a statewide conference for program administrators, Chapter 1 teachers, and parents; a meeting for new Chapter 1 coordinators; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Chapter 1 require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and a variety of promising educational practices.

State publications for fiscal 1985 included the preceding edition of *Chapter One in Ohio: The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance; and *One to Grow On*, a 20th anniversary human interest publication.

Franklin B. Walter
Superintendent of Public Instruction

R. A. Horn, Assistant Superintendent of Public Instruction

Ten Chapter 1 programs which typify excellence were honored at the division's 1985 spring conference. Shown here with their plaque are Sandusky staff and parents who attended the awards banquet.

Arlie Cox, Director, Division of Federal Assistance

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Chapter 1/Title I in Ohio

Five-Year Financial Summary

Grant Awards

Programs	1981	1982	1983	1984	1985
Basic	$83,244,360	$80,281,200	$82,548,584	$ 94,241,680	$103,812,686
Migrant	1,712,154	1,712,154	1,455,331	1,338,887	1,492,449
Handicapped	6,993,862	7,019,155	6,825,058	5,503,181	4,938,307
Neglected & delinquent	1,244,522	1,226,168	1,006,212	1,527,485	1,279,301
Totals	**$93,194,898**	**$90,238,677**	**$91,835,185**	**$102,611,233**	**$111,522,743**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Programs	1981	1982	1983	1984	1985
Basic	144,629	126,926	120,035	132,793	140,063
Migrant	2,860	3,240	3,190	2,944	3,268
Handicapped	5,885	4,766	5,128	4,310	4,663
Neglected & delinquent	1,340	1,873	1,802	1,833	1,795
Totals	**154,714**	**136,805**	**130,155**	**141,880**	**149,789**

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Public school systems of Akron, Ansonia, Cincinnati, Columbus, Dayton, Elyria, Findlay, Mechanicsburg, Pike-Delta-York, Southwest (Hamilton County), Springfield City; state agency schools operated by Delaware and Marion county boards of MR/DD, Lebanon Correctional Institution, Ohio Department of Youth Services; State School for the Blind; Ohio Department of Education.

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The Ohio Department of Education ensures equal employment and equal educational opportunities regardless of race, color, creed, national origin, handicap, or sex in compliance with state directives and federal recommendations.

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